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ABSTRACT

This second phase of an Exploration of Hypotheses and Tentative Strategies for a Motivation Study of Student at Golden West College is reported. A series of individual interviews were conducted with 88 students at Golden West College: 30 normal progress students, 28 probation students, 20 withdrawal students, and 10 "ideal" students. The factors that influence and shape students' perceptions of the college, learning, and themselves were sought. A profile of the sample is provided. (DB)

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Submitted to: John L. Buller
Task Force Director

A PILOT STUDY OF STUDENTS AT GOLDEN WEST COLLEGE THEIR PERCEPTIONS OF THE COLLEGE, THEMSELVES, AND THE LEARNING EXPERIENCE

A MOTIVATION STUDY BASED UPON PERSONAL INTERVIEWS OF EIGHTY-EIGHT STUDENTS

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STUDENT STUDY

GENERAL

This study includes three phases of an Exploration of Hypotheses and Tentative Strategies for a Motivation Study of Students at Golden West College. The first phase was completed January 1969 and a report was submitted at that time to Task Force Director, John L. Buller, a copy of which is included as an appendix to this study. At the conclusion of that study, it was suggested that a further study be attempted.

The goals assigned for the second phase were approved and we executed this work to provide insights and answers to these key questions areas.

1. What kinds of immediate and long-range steps can most effectively make Golden West College prepared to meet the needs of its different types of students?
2. How can we identify the segment of the student body who are most likely to be normal-progress students and probation students?
3. What strategies can be devised or explored that can best increase the number of normal-progress students while limiting the number of probation students?
4. What are the sources of resistance, as well as response to our present efforts in this direction? What sequence of perception led some students to withdraw while others stayed? How can we best reach these students in terms they can <u>immediately</u> understand and <u>recognize</u>?

After a period of two years the third phase was to compare and contrast the students we interviewed by a careful study of their grades and performance at Golden West College. Accordingly, we selected their transcripts but

unfortunately, were unable to identify about 15% of our sample. After much effort we agreed to abandon this last phase of the study. Therefore, this study will confine itself to reporting on the second phase of the study.

METHODOLOGY & SAMPLE

A series of indepth individual interviews were conducted by three field interviewers. The interviewers were all trained by Dr. Pierre Grimes and rehearsed interviewing for two months prior to actual field interviewing. The interviewers, all former Golden West College students who were presently studying at UCI, were Steve Bush, Nancy Lynn Bush, and Regina Uliana.

The interview schedule of questions was designed after reviewing our previous study, and again after the first few interviews were conducted.

The interviews were conducted at Golden West College at the Community Center and at the Student Center. After every five interviews, discussions were held among interviewers and Dr. Pierre Grimes.

Originally, we sought to interview a total of ninety respondents. However, we changed the sample design in order to explore students who were "ideal," ideal in the sense of gaining an A.A. degree in four semesters and who were never on Probation nor withdrew from college. Accordingly, our sample breakdown included: 1) Thirty normal-progress students, 2) Thirty probation students, 3) Twenty withdrawal students, 4) Ten "ideal" students.

At the conclusion of our field interviews we completed eighty-eight interviews; two interviews among probation students were rejected as incomplete, thus, only twenty-eight provation interviews were completed, all other categories were accomplished.

RESPONSE TO INTERVIEWS

We found that three in five students who were approached for interviewing were positive, open, and willing to be interviewed. Later, when it was necessary to interview twenty students who had withdrawn, we encountered greater difficulty, for at that time we found it was necessary to ask ten such students to get one interview.

THE INTERVIEW

The interviewers were trained to ask the questions on the interview schedule, instructed to pause after each question and to carefully write down all comments during the interview. The interviews took from twenty minutes to an hour depending upon the student's responses. Our interviewers reported in approximately three in ten cases the student who had been interviewed felt they had learned a great deal about themselves going through the in terviews and some felt a feeling of friendship for the interviewer. Some students said they never had critically examined these subjects before and felt the experience was very rewarding.

The interviewers were carefully selected for their scholastic ability in note taking, essay writing, and ease in which they could make another comfortable and open to discussion. Each student was known to Dr. Grimes and had taken some of his classes. The value bias they acknowledged was humanistic and also influenced by their studies in philosophy and psychology.

Our study is based on verbal reports and as such they reflect the feelings and judgements of those interviewed. In this study the question of validity is in reference to the extent this report reflects and is true to those students interviewed. Accordingly, those interviews are filed

with the Dean of Instruction and while they are to be treated as confidential can be examined by those who desire to validate this report; after securing appropriate approval. Verbal Reports can be considered evidence but not as empirical data; much verbal data is value laden and reflects global interests, hence express the student viewpoint of those interviewed but does not mean that the viewpoints have been verified as correct by either impartial observers or by large sample studies. This report should be used as a source for hypothesis and ideas for later, large sample studies. It would be a mistake to accept such verbal reports and summaries as if they were refined empirical data. This remark is not meant to suggest a disclaimer merely to caution against using a pilot study as if it were the main study itself.

Background for this Study

This Study has been designed as a pilot study to explore student perceptions of their college life. The approach used has been to apply the principles of motivation or attitude research to this problem. These techniques were first used at the Institute for Motivation Studies and were later developed and improved by many researchers but chief among them is, Al Sheppard of Motivation Dynamics at Mohegan Lake, New York.

In this present study, Dr. Pierre Grimes has drawn on his experience working under Al Sheppard for two years as a psychotherapist and as a consultant market researcher for 15 years. Dr. Grimes has personally conducted studies for firms such as American Telephone & Telegraph, Purex, Young and Rubican.

The interviewers were personally selected, trained and supervised by Dr. Grimes during each phase of the study. The interview itself was designed as an instrucment to probe responses from our students, to permit the widest range of answers, and encourage their full participation in this study.

A Word on Motivation Studies

Caution is the key word. Techniques used in these studies are designed to provide insights and dynamics of behavior; it is not a validation study which would provide statistical data and comparisons to the total population of Golden West College.

In the effort to give a comprehensive view the researcher must make clear the implications from the data, highlight some factors when it appears in his judgement necessary. This is not an apology merely a recognition that the researcher is part of the process he studies and, as such, is guided by his own experience.

STUDENT GROUPS: A Study of their Development

In this study, we sought to discover the factors that could reveal the forces that influence and shape students' perception of the college, learning and themselves. Accordingly, an attitude study, an in-depth study, was designed based not on demographic factors but on explorations of student feelings and perceptions.

While we were aware that such a study would most likely surface many diverse perceptions, we also thought it might reveal the presence or existence of an underlying order, some definite number of factors which in turn could account for the many different surface perceptions. Thus we drafted our research to probe for such an order, and we hoped it would render intelligible the wide range of student perceptions. As the study progressed and our data was analyzed, we thought at first a definite number of personality types might be operating, but later we were able to determine that what was really at work was an evolution of student growth and development. The data indicated that evolution proceeded through a definite number of stages. As a result, we could ask ourselves, (1) why some students appeared to be in each category, (2) why others appeared to be in transition moving from stage to stage, (3) what seemed to inhibit it, and (4) what is the goal of this developmental process? We found we could identify all of our students within such stages or in a stage of transition from one group to the next.

It is important at this point to underscore that this evolution of student growth was discovered within the data. Inasmuch as we had not assumed such a possibility before the study, it grew naturally out of the analysis of our data. Once we discovered these groupings, this made intelligible the many diverse and conflicting elements we encountered on

the surface. The types or groupings of students involved were first, the group we called the High Schoolers and we found that two in nine could be identified as a member of this group. The second group we called Future Careers, and we found two in nine were in this grouping. The third group was called Vocationals, and three in nine could be identified as belonging to this category. The last group we called Selfers, and we identified two in nine in that category. In addition, we noted one in nine students could be considered to be in transition from one group to another. Each case of such movement reflected a definite direction. The groups can be ranked hierarchically since they exhibit an order from simple to more complex, from less to more sophisticated, and from less to more reflective; thus there appears evidence to assume a developmental process at work here. Thus the groups can be seen as evolutionary stages of growth. In no case were we able to discover a student in transition from one stage to another proceeding against this direction of growth. There were some students who "jumped" a stage and when this occurred, the consequences were either more disruptive to the student, or more meaningful to him personally.

Most of those students in transition seemed first to be attracted to a new stage, then they began exhibiting those qualities appropriate to that stage and yet were tied to the old stage in some way. Any change from one stage to another affects the student's whole outlook and produces a radical change in his perception because each stage has its characteristics perception or friends, vocations, education, and self image. Hence, the students in transition from one stage to another are going through major changes and the greater the gap the more severe the changes; i.e. the transition from High Schooler to Selfer has a greater impact than from High Schooler to Future Career or Vocational. Therefore, the stages can

be regarded as an evolutionary development. This suggests that the college population is not homogenous, but composed of distinct classes or groupings and that it is not static but dynamic in its inner operations.

Implication

This suggests the following implication. A college could be judged in terms of the degree to which they encourage, plan, and assist students in their growth through these developmental stages or greater growth within each stage. An index of proportions in each stage and in transition could be tabulated and would serve as an evaluative measure. It could be utilized as a comparative tool to judge different institutions of learning.

Since there can be goals within each stage, as well, it can also be urged that standards might be seen for each stage and a measure be established for how successful each group is in securing their own goals.

A Profile of Our Students

The percentage of male to female students in our sample varied from group to group, among

High Schoolers	50% male	50% female
Future Careerists	67% male	33% female
Vocationals	60% male	40% female
Selfers	40% male	60% female

Among each of these above groups, we found that among:

High Schoolers, 50% were Normal Progress students, 44% were on Probation, 6% withdrew
Future Careerists, 33% Normal Progress, 28% on Probation, and 29% withdrew
Vocational, 70% were Normal Progress, 26% Probation, and 4% withdrew
Selfers, 90% were Normal Progress, 10% Probation

Further statistical data can be found in Chaper 25 of this report. However, reference should be made to the fact that our sample included

more females than the current ratio at Golden West College and a disproportionate number of students in our sample went to Marina High School (45%) and too few from Westminster (10%). These differences, are, however, somewhat expected since the selection process did not involve such screening or matching devices because our sample size was so small.

1. We would like to know how you personally feel that things have been going for you this semester, would you please tell us about it?

2. When you think about college, what comes into your mind, what thoughts, images and feelings occur to you? (What's it all about?)

3. Can you recall what it was like in your last year of high school, what was it like? Teachers? Friends? What were you planning on after that year?

4. How did you decide on college? Can you recall? How did you feel about having to make that decision? Any pressures?

5. When there was talk about college how did it make you feel, what were you thinking and feeling? When talk turned to local colleges, what was said about OCC, GWC, Long Beach and Fullerton? Among your friends and those you know, what would you say are the types that went to each of these schools?

6. In terms of your own personal experiences, what was it like during your first days at college? How did you feel? Find it hard or easy to join in? In what ways did it change afterwards? How would you compare it with your last year in high school? Harder or Easier?

7. As you look back on this last semester of school at GWC what kinds of things would you say were most satisfying? And dissatisfying? And what most stimulating and meaningful? And dull and boring? (Details, probe)

8. Have you (or any of your friends) been on the schools probation list? What does it mean? How did you feel when you heard about it? What happens to a person when they get on it?

9. Among your friends, how many thought about withdrawing, or actually did withdraw? What was discussed at the time? Can you please recall? Can you recall when you first started thinking about withdrawing? What went through your mind?

10. As you think back on your high school days, what kind of a college program did you expect you would have when you got to college? What did you want to take? How did it actually measure up to what you got? How do you feel about that? Were you satisfied with it?

11. Now, what about the instructors? What do they do? What for? Seminar? Classes? Small, large, or Forum? Grades? Tests? Multiple choice? How did you relate to them, what did you discover about them? In what ways did you feel satisfied or dissatisfied with them? Audio tutorial lab? Advisors? Counselors?

12. When you came to GWC, did you know about the clubs and activities? What ones were you interested in? What happened to your interest? Attend any events? Were they what you wanted?

13. How would you feel about improving your performance in each of these areas? a. reading b. writing c. speaking d. essay f. math How would you rate yourself? Please explain.

14. As you think about the time you spent in college, what would you personally say you have come to understand? How do you feel when you understand? What kinds of things make you feel you have understood? What do you imagine it would be like to really understand?

THE HIGH SCHOOL EXPERIENCE

In order to explore as thoroughly as possible the patterns of response to academic life and to Golden West College in particular, we first sought to determine how student perceptions of their high school experience may have influenced their perceptions of college. We asked our respondents to recall how they felt about high school and especially their last year, the senior year. We then probed their responses, first regarding specific information concerning teachers, friends, and then about the plans they were making for their future. As we examined our data, we found most frequently the following typical responses:

"Everyone tells you what to do."

"It's your last fling."

"Teachers feel they are the only ones that have anything to say."

"High school is cool. It's fooling teachers and getting away with things."

"Only the young teachers talk to students. The old ones don't talk to anyone."

"Everyone floats through."

"The teachers in high school are more like watch dogs."

"All they're interested in is no trouble."

"High school is a waste. Teachers never admit they're ever wrong."

"Teachers can become good friends, but learning is always zero."

"High school is mickey mouse classes - a do nothing, know nothing thing."

"High school is routine -- endless dull and repeating."

"High school is clubs, parties, and politics."

"High school is a personality act. It's all phoney. Fooey."

"You can go through high school with no decisions. They always make them for you."

"You just sit and get good grades. Whoever failed high school? You have to drop out, can't flunk out."

"The whole object of high school is to make your senior year the year to remember."

"High school is one, big, happy family."

As we examined our replies, it became apparent that being a senior in high school was the high point in the lives of many of our students, but not because of any intellectual or academic encounter, but rather because it was the turning point in their lives. The senior year seemed to offer students their last chance to enjoy the comradery of old friends before they dispersed after graduation.

The senior years, apparently, is felt to be the last chance for fun before a more serious life begins. Thus, for our students, the senior year provided an arena for the last fling of youth. It spelled the end of drudgery, coercion, and a dull deadening routine. It seemed that freedom from all this was possible by turning the senior year on to itself and making it a contradiction in itself.

As we examined our data, it appeared that we could divide the responses we received into four categories or four typical reactions. As we worked on this further, it appeared that the basic four patterns contained a characteristic world view thereby reflecting not just high school experiences.

The first group we were able to identify appeared to have planned and prepared quite consciously for their senior year. They often made schedules well in advance so that they could enjoy as fully as possible the great plunge into fun of the senior year. They saw teachers caught

up in this atmosphere and sharing the same spirit. They often referred to teachers as people who just pushed you through, or as one student said, "A whole bunch of us just floated on through." Everyone wanted to make it as memorable as they could, planning on it now and even planning to remember it later. One student expressed this very well saying,

> "High school is hilarious. There are no worries about decisions or where you want to go. It's not preparing for the future. It's preparing and making that year to remember and enjoy. It's something to remember. It's not worrying about anything else. It's one big happy family. Teachers aren't hard. They give you the impression that they're there just to get you out, not to prepare you for anything. When I was in it, I didn't know what I wanted to do after. I just wanted to stay in it."

This dominant attitude was shared by a large number of our students. However, there appeared to be a sub-division within this group made up of those who recognized that something else later had to supersede the high school spirit. These students recognized something <u>hollow</u> and a little artificial in the group spirit. In any case, both of these groups seldom mentioned the value of any learning experiences in high school. More often, the typical comment was, "You just sit and get good grades. I didn't learn a thing." The student who seemed to catch the mood of his fellows said, "I wasn't looking forward to getting out." When they described their classes in high school, they reported that they were easy, requiring no study. "I never carried a book home," and high school "naturally got easier as you got used to it." Homework assignments were considered silly or busy work." "love that year more than others. Pushed through first three years and took all hard classes so could goof off last year. Got to ditch a lot, was yell leader, valentine queen, girl of month, met boyfriend. Wasn't looking forward to getting out."

"really had fun last year, was a song leader and didn't do much studying, had as much fun as I could. Easy classes so no studying - all years were pretty much the same so year by year it got easier."

"floated through, basketball was my main activity. My interests were out of school; in school it had been the same routine all the time and if I can pass easy, why put out?"

As we studied our responses, it appeared we could identify another group, those who recognized the fun-climate, but did not fully identify with it. They felt it was necessary to disguise their academic interests and not express too strongly their dissatisfaction with the high school milieu. They felt high school was anti-intellectual. They were disillusioned and dissatisfied. These students were very clearly dissatisfied with high school and found the spirit alien to themselves. Frequently, they sought out contacts with those teachers with whom they could learn and discuss. They seemed to be willing to risk being alienated from the larger group since they seemed to be less dependent upon group affiliations, therefore, they could make some excursions into learning. Thus this group regarded high school and especially the senior year as dull and boring. Not all students turned to academics; some because absorbed in social activities or sports as a way out of what they saw as boring classroom experiences. However, nearly all of this group, including these last two segments by the last of their senior year could no longer fully identify with a high school spirit that the first two groups found so important.

As we examined our data, we found that the first group, which seemed to identify so strongly with high school and wanted it to be perpetuated,

amounted to one in nine. We refer to them as High Schoolers. The second group, the sub-group that we mentioned earlier, recognized that while fun and frivolity could be enjoyed in high school, they knew that something in the vague future would have to replace it. They seemed to recognize the necessity for maturing into some career, but they had no definite plans at the moment. Therefore, we call these people Future Careerers, and they numbered two in nine. The third group we encountered had a very specific and unique way of viewing the world, themselves, and school, and we called them Vocationalists because they seemed to have made a very clear-cut vocational choice for themselves. They numbered three in nine. The last group we were able to identify, not merely from the responses to the section on high school, but throughout the interview as a whole, we called the Selfers. They seemed to always reflect back upon themselves as if they were themselves their principle object of study, and they numbered two in nine.

While we found we could identify our students into each of these segments or types, we found that one in nine could be considered in transition from one of the types or categories to another.

Implications

The creation of a Disneyland atmosphere at our local high schools is clearly a major problem that should be brought to the attention of all concerned. Administrators of both high schools and Orange Coast College district should spear-head such an inquiry and self-examination. Nothing short of a total review seems indicated, otherwise the damage to students will continue.

DECIDING ON COLLEGE

The decisions to attend college has become for most of our students an automatic one. It is accepted by most friends and family that they will go. Family pressure is exerted, the draft closes in and there is the feeling that one needs more time to grow up. College was also seen as a way to delay the decision to go to work or marry. As friends all left for college, we found the High Schooler and Future Careerist followed. Our Selfers and Vocationalists seemed far more self-motivated and chose to go to college in the hope it would match their deepest felt needs and desires for the future.

There is a deeper and more visible need among Selfers to see College as a place where they may gain insights and self-development. This need is slightly less among Vocationalists. They both demonstrate about equal interest in academics while the other two groups do not register such interest. A larger number of Vocationalists and Future Careerists see career as a central factor to explore at college. The hope that college will be a place where you meet new people is expressed by Selfers and Vocationalists but Future Careerists and High Schoolers show more interest in staying in their own groups. Perhaps, as can be expected, High Schoolers and Future Careerists hope college will be a "social" place in far greater numbers than the other two groups.

CHOICE OF A COLLEGE

When we inquired as to how students determined which college they chose-Golden West College, Orange Coast College or Long Beach State College, we found they were strongly influenced by convenience and economic factors but beyond that there seemed to be a definite perception of the differences between the two Junior Colleges.

Golden West College is perceived as younger, better, more academic, has better teachers, and smaller than its counterpart, Orange Coast College. In addition, Orange Coast College was viewed as easier, more crowded, "Mickey Mouse", older and more of a "party school". The State College at Long Beach was seen as a "factory" with impersonal instructors and, perhaps, more academic offerings. To what degree students were defending their choice of institution by such remarks is an interesting point to consider but it appears to fit into their present perception of Golden West College.

THE FIRST DAYS AT GOLDEN WEST COLLEGE

When we asked respondents to describe how they felt and what they thought about their first few days at Golden West College, we found we could, again, analyze their responses in terms of the groups previously described.

Among High Schoolers and Future Careerists, we noted that five in ten were somewhat scared. They felt it would be harder and not as much fun as in their old high school and did not find they could get close to teachers. Those who found the first days positive were those who found it much the same as in high school, the work was easier (but more volume of homework). Future Careerists seemed to be able to enjoy the new open atmosphere and freedom of college more than the High Schoolers, and they spoke more frequently about their old friends, choice of classes.

Among Vocationalists and Selfers, we found that they hoped college would be different, were looking forward to it and hopeful that it would bring them into a more exciting and stimulating academic world. Selfers were on the whole, more reserved, more cautious, and had a "wait and see" attitude. Vocationalists were somewhat upset to discover they would have to take some courses outside their major.

LIVING AT HOME

We asked our respondents if they were living at home with their parents and found again, that differences in response to this question could be understood in terms of the groups previously defined. Accordingly, we tabulated the following:

1. Approximately 9 out of 10 of those we defined as High Schoolers and Future Careerists were living with their parents at the time of the interview.

2. Approximately 5 out of 10 of those we definted as Selfers and Vocationalists were living with their parents at the time of the interview.

3. Approximately 5 in 10 of those we defined as "in transition" were living at home.

PLANNING THE PROGRAM

During the preliminary discussions and the first exploratory interviews, we found we kept asking and speculating about the academic offerings at Golden West College. We wanted to know if the college program of courses excited any interest, caused any wonder and anticipation. In addition, we were curious if such programs were known or discussed while they were in high school, if there is a gap between what they wanted to take and what they either took or were required to take. Further, did whatever they got "measure up". Were students satisfied or not?

The two things that appeared constant in our four groups was that Golden West College was "easy" and course offerings were disappointing. As can be expected, there was more disappointment registered by Selfers and Vocationalists than by Future Careerists and High Schoolers.

The Selfers and Vocationalists expected Golden West College course work to be more difficult and only found, as did our other groups, that there was more volume work not more challenging work. Selfers and Vocationalists discussed how they searched for course work and instructors who might interest them.

Future Careerists and High Schoolers took what they were given, what was left open and they reported that they were indifferent to what they got. They didn't seem to care one way or the other. Clearly, by their own report and acknowledgement, they are indifferent to most course offerings.

Slightly more Vocationalists planned their programs ahead of time than Selfers, and Future Careerists seemed less interested than High Schoolers. It appears sports schedules and other such extra curricular activities

require course planning. Accordingly, High Schoolers appeared concerned with pre-planning course work.

Response to our question about interest in High School about College course work was difficult to get from our students because of the feelings this question aroused. Students were indifferent, bored by the system and to recapture whatever hope they once had seemed to be irritating to them.

Implications

We can say 50% expected college more of a challenge and 50% didn't care. This gives us at Golden West College an opportunity to review the entire concept of college and its academic offerings. At present, it either isn't challenging or it doesn't matter! Academic offerings more in tune with real needs are urgent. A program that can appeal to and challenge all groups is required.

STUDENT PERCEPTION OF TEACHERS

We found students evaluate the teacher faster than they do the subject matter. They seemed to have a clear idea of what they regard as the "poor teacher" and when they discussed him, they often slipped back into discussion of their old high school teachers. The contrast between high school and college teachers is frequent for high school experiences seem again the background they often reflect upon when judging and reflecting on college life.

They describe high school teachers as narrow and restricted in their knowledge. They appear defensive and threatened by nearly all but the most prosaic question, and unwilling to explore either the implications or the consequences of their material. Their teaching style is dull lectures, but it is the attitude the teacher presents that most students judge critically. They resent most the not-caring attitudes, the indifference to the student, the way they don't take time, the "shoving you through" and the feeling that teaching is only a job to them. They describe some high school teachers as "good guys" as being friendly, sociable, likeable, but too few are described in terms of providing genuine learning experiences.

Therefore when they discuss Golden West College Instructors, they want something different from what they've had. Unfortunately, many find the same thing at Golden West College with a few additional negatives thrown in. They find more, not less lectures. They resent dull, boring, dogmatic, defensive, opinionated teachers who speak in a monotone voice. They reject the teacher who offers no challenge, cancels or is late for classes, reads from notes, ridicules answers if they are not in proper English, rejects serious questions, and uses what is regarded as "trickey

tests". They feel teachers often use grades as a weapon to keep students in line and to pay off pets. Students also report instructors offer their private opinions as facts and use their technical and specialized vocabularies as a defensive tool against the student and deliver sermons not lectures.

On the other hand, they seem to have a clear idea of what they want in an Instructor. Primarily, they want the Instructor to be deeply interested and to enjoy his field and to demonstrate that he is still actively searching and expanding the scope of his learning. They want the Instructor to be still caught up in the excitement of learning and want to "catch" that spirit themselves. When he encourages discussions and criticism, students wake up. They want to see an Instructor drawing examples not only from his own field, but from other fields as well. They would prefer to study with an Instructor who is not afraid to be stimulated and can learn from students' questions and who feels students' ideas are important. Thus openness to questions and discussions are the vital aspects of what they regard as good teaching. However, they respond very favorable to the "good lecture", the well organized and delivered lecture. Clearly, students are a captive audience and can't reject the teacher without dropping the course, so it appears they reject the subject by doing fair or passing work and by not becoming personally involved in the subject. The students want to become personally involved in the subject matter and are drawn into it when they see their Instructor involved in his own area. They want to see if it's worthwhile by seeing if it makes a difference to the Instructor. They want an Instructor who doesn't have to add jokes about sex to enlighten his field, nor water down his material to communicate it. In a very real way, he becomes as

much a challenge to study with as does his subject matter. One student reported, "if the Instructor is wishy washy, I become that way too," and another said, "his own lack of enthusiasm, his indifference, is taught to us and we end up failing." Thus students are very aware of the Instructor's role in learning and want him to communicate, "I care about myself, my field and you too - let's work together".

In terms of our four segments, we found the Selfers expect far more from their Instructor than other groups. They want to test not just the course material but also the Instructor. They want to see if the subject taught is personally significant to the Instructor, and they want to see all the ways the subject matter affected the Instructor. In a sense they wanted to see if knowledge makes a difference.

The Vocational group focused more on how the Instructor communicates his material, and since they know questions and discussions clarify learning material, they sought out the Instructor who would permit this. If the subject matter is in their major, they take an attitude similar to that of on the job training. It is serious and functions as a serious job screening for them. They also wanted to see how all the parts fit into a whole and sought out the Instructors who encouraged this type of unity.

The Future Careerists and High Schoolers seemed more concerned with the Instructor making the learning situation as painless as possible. They wanted the learning to take place as easily as possible and hence sought out Instructors who could transmit information, but what they most wanted to keep out of learning situation was themselves. They saw learning in a more efficient and business-like setting. They were more passive and didn't want a personal relationship with the Instructor. When they did ask

questions, it was in a small class setting with Instructors they could trust. They didn't want the learning to become too complex, deep or profound. Therefore, they tend to consider questions, debates and discussion as disruptive. In some cases, they became suspicious of the students who asked questions and engaged in discussion.

Implications

The college should recognize the need for the kind of resources that would encourage Instructors to grow and mature in this wider sense, learn how to ask and answer questions, conduct open discussion groups and learn to relate to others. Clearly encounter groups, group therapy and a cadre of senior or selected Instructors could be used as a base for a program of "in-house-teacher training". Lecturers could be invited to the campus and faculty meetings could be utilized to explore this problem area.

A far more significant implication which needs to be raised is the role of the Instructor. What is the role he should perform? Given the existence of our four groups, what can the Instructor ideally be expected to do?

Again, what is the ideal position an Instructor should play in terms of the academics and the students. Is he a lecturer giving sermons, a helper to understanding, or a co-worker in the pursuit of learning?

> "Teachers said what they thought and were open to questions. Poor teachers create atmosphere of fear. Ask questions and he tells you to look in book. Absolute answers. Afraid to say they don't know the answer. Tend to be absolute and present facts rather than being open to question. Won't let you wonder and be alive. To be alive you have to wonder and think and question. Poor teacher stiffles this."

> "Good Teacher--feels ideas of students are as good or better than his. Really enthusiastic about

what he taught. Felt able to criticize because he accepted it and tried to change or learn. Encourages criticism and discussion. Whatever we talked about related and he was interested in. Same feelings as in choir. Teachers have to let barriers down and treat each other equally. Haven't found many of these teachers. Only a couple. The rest are nothing or really negative like."

THE FORUM, SMALL CLASSES AND SEMINARS

In discussing educational matters with students, it was natural to turn our attention to the facilities for teaching. Accordingly, we inquired into student's reaction and perception of the Forum, small classes and seminars. The Forum at Golden West College is a large lecture hall that has a sitting capacity of over 300, and construction is proceeding on another forum. The patterns of response we found were:

The Forum - Not one student mentioned that learning experiences encountered in the forum was meaningful. Future Careerist and High Schoolers were mostly indifferent, as were some Selfers and Vocationalists, but the groups which registered the strongest objections were the Selfers and Vocationalists.

Small Classes - Those having classes of 35 and under felt to be the most meaningful to Selfers and Vocationalists and to some Future Careerists and High Schoolers.

Seminars - These were as expected, most important to Selfers and Vocationalists while Future Careerists seemed mostly indifferent. There were some Future Careerists and High Schoolers among those who found seminars meaningful.

> "It's the attitude, its more important than actions - if they see students as robots vs. students as humans. Poor teachers make some questions seem stupid - you are expected to know, others will accept even impertinent questions. Some accept and want criticism, like student opinion, others think students are stupid."

> "Forum - feel like I may as well be a tape recorder, feel removed from teacher. Can't ask questions, wouldn't think of it...attitude is don't ask or ask after class. You're one in a million therefore not important. Just there for attendance - even with good teachers, just ends up being that way."

"Small class - teacher not lecturing at, talks with more excitement, everybody feels closer. Feel like teacher wants to get you interested. Easier to talk, not afraid. Seems like teacher acts less like a teacher. Shares rather than telling."

TESTS

There are three tests mentioned by students, multiple choice, essays and oral tests.

Most of the students admit oral tests really test one's understanding but few instructors use it.

Multiple choice, or as it is called "multiple guess", is felt to be best used where data or objective material is being tested. However, its drawback from student perception appears to be that it is easy to guess, easily forgotten, and seems irrelevant to understanding. Multiple choice tests are called guessing games.

Essays are felt to be more difficult to attempt, require more study and preparation, and are considered a better test of one's understanding. However, some students feel it gives an unfair break to students who have mastered essay writing and can better disguise what they don't know.

The idea of pass-fail is mentioned in 3 out of 5 cases very favorably. Pass-fail takes the pressure off and allows students to relax and learn. The use of pass-fail for all General Education classes and in non-major classes is considered desirable. There is a feeling that students who major in certain courses should not compete with non-majors.

Some students feel a clash between the effort to protect their grade by playing it safe and not being creative but others feel grades and creativity are too difficult to combine, especially when one's grade may suffer taking a risk in being creative.

> "Where there's an area of creativity, grades should be dispensed with, can't grade creativity. Really all classes should be creative."

GRADES

There is a serious negative reaction among students toward the process of assigning grades and the fact that they have to be given at all. One of the chief objections to grades is that an F or D is like a weight pulling down all your scores. In several cases, students feel it is difficult to recover from past poor grades. Many students in our study mentioned they would like to see past grades wiped out and give students the opportunity to start over! This is very important for older students and returning veterans who wanted a real second chance. These students see themselves as mature but tied down to the consequences of their immature past. Grades give the punitive aspect of learning and a few of our respondents felt instructors seem to use grades as a club to keep students in line.

A large number admitted that High School and a good part of college was "faking it" or cheating. This view has a deadening effect on students, especially when it is said "everyone is doing it." For some there is no need to cheat because it is easy,

> "I haven't opened the book this semester, not even in biology and I still have my 3.4."

Again,

> "No change from High School, all friends here, classes seemed more difficult at first, work less now than in high school. Expected much harder but glad it wasn't too hard. Do homework in other classes."

Again,

> "Interest lessened because there was no challenge, became just the same as High School. Hard to get a good grade but easy to float through. Harder but not meaningful...just more H.S. junk."

REACTIONS TO AUDIO-VISUAL TEACHING AIDS

When our students were asked to discuss their reactions to Audio-visual teaching aids, we found a pattern in their responses. We noted again that our four groups had reactions that could be studies together.

A. High Schoolers were the most positive in their overall responses than any of the other groups. They found advantages in being able to repeat the material until known, could proceed at one's own speed, can turn it off and no instructor to deal with.

The negatives they noted were that its boring, in a box, "it's taking orders from a machine", it's easy to forget all, and easy to fake it.

B. Future Careerists mentioned no putting off,"must understand then and there", "no questions makes science easy" and, like the High Schoolers they find it all memory work.

The negatives are most often "dull" and "obvious" and "its like cut outs".

C. Vocationalists - students in this group saw in the new teaching techniques an "easy way to get rid of a requirement".

The negatives include that they would prefer the labs if they could ask questions of the instructor. They see it as a "cop-out for the teacher" who has made his subject into assembly line learning. Since they view college as a proving ground for their future job, they feel such courses are efficient cramming sessions but resent the fact that their questions must be postponed.

D. Selfers are mostly negative. They see little in it for themselves, feel they must learn "in a cage" and wonder why they have to learn it all if it's all facts. They don't believe it is a meaningful learning experience, resent the loss of both teacher and the opportunity to ask questions.

We found no student referring to this type of learning as exciting or interesting, but some did mention it was better than a dull boring lecture. Interestingly, we noted that two students switched majors from biology after taking the Bio 2A audio course, they felt the major they had chosen must be cold and hard, where everything was known and dull and so switched majors.

In summary, it would seem that our four groups are in fact different segments of the student population. If this point can be borne out in future studies, it would appear that each segment has its own needs and wants.

The High Schoolers and Future Careerists both seem to be able to see more positives and experience less negatives when dealing with audio-tutorial than the other groups. They feel less threatened by the machine than the instructor.

The Vocationalists and Selfers are largely negative and miss the interaction with the instructor. But when this group responds positively to seminars and small classes, the other two groups are more indifferent. Each has its unique wants.

A repeated criticism is that boring teachers do no better when they switch from classes they don't want to teach to audio-visual teaching aids, i.e. they make boring presentations.

THE TRANSITION STUDENTS

Those students in transition from one category to another attribute part of their development to the college. Thus, these students had the most positive image and feelings for the college. They find college exciting and much more an adventure than any other group. Their growth is going on right now, they are caught up in it. They try to involve others in it and there is a contagious quality about them. They seem freer and more open in dealing with instructors and fellow students and they use the classroom as a stimulus for ideas that they hatch elsewhere. They want to explore more and capture as much as they can in all classes. They are optimistic about what they are doing and about their own abilities. They want to see interrelationships and connections and they seem more keenly aware of the need to grasp principles than any other group. They seem more aware of how much they themselves are changing through it all. They see themselves as products of our educational system and are less alienated than any other groups. Having experienced insight and personal understanding, they want it everywhere and will criticize when they find it absent. They have gotten more from college, demand more, and feel cheated if they don't get more of what excited them.

When we compare first year students with second year students, we note that the period of the most dynamic change takes place in the first year. It is during this time that most of our transition students experience movement from group to group. However, after that, there is a noticable decline, it appears they come to college with high hopes and expectations. Why such development does not accelerate and increase for other students in their second year is not clear, except that by then the college is felt to have been "all" explored and nothing new is expected.

Examples of what happens to a student who "jumps" or discovers his new group is caught in these quotes below:

> "In a new atmosphere, you wonder what is happening. You are more aware in those situations. You talk about things you haven't talked about before, and you are thinking of new things you haven't thought of before. The feeling changed and things become boring again; then you don't think as much."

> "During the 2nd semester, I took Dr. _____ and things opened up. I met thinkers and grades still were a "B" average - other classes were easy and I was not yet dissatisfied. I found this group dealing with things that were happening. They would try to figure out all things including themselves. People were exploring themselves, the world and life itself."

CAUSE OF TRANSITION

When we reviewed the interviews which we labeled as "in transition", we were able to isolate what appears to be factors responsible for their development from stage to stage. In the cases of transition, we found the students themselves were curious as to what "got them moving", thus, those students freely explored and reflected on their recent past.

It appears what is needed is a turning around or turn about. This was accomplished by taking the students out of their usual framework or world of experience and making them see a new and different world. Field trips to mental hospitals, and jobs were among the non-academic influences but more frequently they mentioned experiences in classes where the Instructor challenged them and made them re-examine their fundamental beliefs. The classes where this occurred were: Speech, Comparative Literature, Psychology, Philosophy, World Religion, English, Humanities 5 and Psych Seminars and encounter groups. Evidently, the student was touched in some fundamental way and sparked to a new growth.

INSTRUCTOR AS A "PAL"

In our High School and Future Career groups, we found students felt it was necessary to overcome their feeling of the instructor's authority and status before they could enter into a discussion with them. They wanted to discuss but first had to have a climate of cordiality and especially informality. Therefore, for these two groups, they wanted the instructor to call them by their first names to avoid the Miss and Mister and the last names. They wanted the instructor to first appear as a pal before they could relate, or stated in another way, they could only discuss with friends and had to make the teacher a friend. They want the teacher to come down to their level so that they can become comrades. They do not see or feel the need to join the ranks of instructors by their own efforts or raise themselves into a fellowship of ideas. Theirs is the equality found on the level of group feeling.

NORMAL PROGRESS, PROBATION, WITHDRAWAL

One of the major areas of research we sought to explore was how a depth study could account for why students achieve Normal Progress, Probation and Withdrawal from college. Accordingly, we sought all factors that could provide some possible hypothesis concerning these categories.

As we considered these categories, we noted our four categories of students revealed some interesting trends. However, because of the small sample size, we are reporting in general terms rather than numbers and percentages which might suggest a greater precision than our study justifies.

(1) In the Normal Progress group, we have a high proportion of Selfers and Vocationals as compared to Future Careerers and High Schoolers.

(2) Among students on probation, we found only one Selfer on probation and more Future Careerers and High Schoolers than Vocationals.

(3) Among those who have withdrawn, we note a greater tendency for Selfers and Vocationals to withdraw than Future Careerers and High Schoolers.

(4) Among students "in transition", we found over half were either thinking of withdrawing or had already withdrawn.

(5) Less females than males are on probation.

REACTION TO BEING PLACED ON PROBATION

When we explored the questions, "Have you or your friends been on the probation list?" and "How do you feel about Probation?" with our High Schoolers, we were surprised to find that nearly six out of ten were on probation. When they discussed probation, it became clear that being on Probation was not taken seriously. The reason appears to be that they found so many of their friends on Probation, that it lost much of its effect, thus it seemed inconsequential to them. But, there was nevertheless some evidence of hostility and resentment about being placed on that list. Most of these students did not feel personally responsible for being placed on Probation and blamed it on the Instructor whom they felt did not appreciate their individual worth. It is nearly as if they were saying, "How could he do it to me; I thought we were friends." Many feel that they are the backbone of the college and without them, there wouldn't be much school spirit on the campus and without them and their activities, it would be less a school. Therefore, being placed on Probation makes them question the system rather than themselves. As one student said, "It makes us feel something is wrong with them if we are all on it."

PERCEPTION OF ACADEMIC PERFORMANCE

One of the areas we were interested in exploring was to determine, if possible, how our students felt they were doing in the academic areas. We wanted them to estimate their own progress, their own performance, and to determine,if in their own judgment, they needed improvement. Accordingly, we asked the, "How would you feel about improving your performance in each of these areas?"

(a) Reading (b) Writing (c) Speaking (d) Essay (e) Math

"How would you rate yourself?" Please explain.

We tabulated our results in the table below:

Reading	Below Average	Average	Above Average	Like to Improve
Selfers	0	2 in 10	8 in 10	8 in 10
Voc	0	3 in 10	7 in 10	7 in 10
F.C.	4 in 10	5 in 10	1 in 10	4 in 10
H.S.	4 in 10	4 in 10	2 in 10	4 in 10
Writing				
Selfers	0	5 in 10	5 in 10	7 in 10
Voc.	1 in 10	5 in 10	4 in 10	6 in 10
F.C.	3 in 10	3 in 10	4 in 10	2 in 10
H.S.	6 in 10	2 in 10	2 in 10	4 in 10
Speaking				
Selfers	0	3 in 10	7 in 10	4 in 10
Voc.	2 in 10	1 in 10	7 in 10	2 in 10
F.C.	5 in 10	2 in 10	3 in 10	2 in 10
H.S.	3 in 10	7 in 10	0	4 in 10
Essay				
Selfers	1 in 10	2 in 10	7 in 10	7 in 10
Voc.	0	4 in 10	6 in 10	4 in 10
F.C.	3 in 10	7 in 10	0	1 in 10
H.S.	3 in 10	4 in 10	4 in 10	1 in 10
Math				
Selfers	1 in 10	6 in 10	3 in 10	2 in 10
Voc.	2 in 10	3 in 10	5 in 10	3 in 10
F.C.	4 in 10	2 in 10	4 in 10	1 in 10
H.S.	6 in 10	2 in 10	2 in 10	2 in 10

SUMMARY OF PERCEPTIONS OF ACADEMIC PERFORMANCE

Examining the table, it can be seen that Selfers and Vocationalists report a higher rating in all categories than do the Future Careerists and High Schoolers.

Again, the Selfers and Vocationalists when contrasted appear quite similar with the possible exception that Selfers are slightly stronger in the "speaking" category and slightly weaker in "essay" and "math".

Contrasting the Future Careerists and High Schoolers, who appear similar in responses as compared with the other two groups, we note in Writing, Speaking and Math, the Future Careerists appear slightly higher while in essay it seems somewhat lower than found among High Schoolers.

Returning to the idea of whether they would like to improve their performance, we can see that in Reading, Writing and Essay, Selfers and Vocationalists indicate a greater interest as compared with Future Careerists and High Schoolers.

The field of Math shows a modest interest in improving performance in all groups.

The category we found surprising is that of Speaking. It may be that this item was not sufficiently defined and, in addition, such differences as that between public speaking, conversation, dialogue, and dialectic may not be readily identified by our students. However, had they it might have been interesting to have seen their responses.

While our students indicated they felt a need to improve many added all sorts of reasons why they felt they could not at this time take those courses that may have helped them in improving their performance in these areas.

CLUBS

For the majority of students, the term "club" is negative. It echoes back to their high school days and smacks too much of teacher dominated groups, elections for officers, paper work and delays.

When clubs were identified with the academic major or future employment, we found Vocationalists were interested, but only then. More Future Careerists and High Schoolers were involved in clubs and school rallies and they wanted to interact with people. Selfers were not seriously drawn to clubs. Lectures and plays drew more positive response from Vocationalists and Selfers.

One of the serious blocks to joining clubs mentioned by students was after-school employment.

In general, activities such as dances and special events seem to be preferred over club activities. There is a tendency to avoid clubs but a desire to join extra curricular activities. They want to participate in activities rather than join organizations. They want to join others doing things. They prefer the social over the academic, the unstructured over the structured, the free floating over the organized.

THE CHOICE OF A VOCATIONAL GOAL

As we sifted through our data searching for clues to answer the perplexing question, "Why do students so early in their college career choose a vocational goal?", we found that the reason they appear to be interested in choosing a vocational goal is for reasons far removed from economic gain. Family pressure may exert an influence upon the student, but that often takes the form "be practical". The elements behind his particular choice appear to be based upon a desire to prove himself in a visible way both to himself and others. They want to be around successful people, those who have "proven themselves", to learn directly from them how they can be successful. It is as if they find it too difficult to understand either themselves or others and need to introduce a third thing, their work, as a buffer or substitute to stand for them. Again, in a job and the activities of work, they expect to find a common bond, an easy way to relate to others. In addition, it fills the uncertain future with a sense of security. Understanding is enlisted to test their job choice for if they can learn the rudiments of the job, then they feel they might be successful on the job; it's kind of screening for the position. The emotional feeling state they experience when they achieve they hope will be the continued or dominant feeling when later in life they achieve "success". Experiences of understanding give them the sense and hope that they can succeed in the world. They want to understand others, people, and things so later they can take advantage of this for their own private purposes. They seek on the job psychological states they wish to see in themselves. They want a visible goal and wish other men would see it as well as they. They seek by activity what they can't obtain by thought

and understanding alone. Those student who go on to pursue vocational goals at Golden West College do not ecessarily restrict themselves to course requirements for their vocation. College life at Golden West College tends to open them to new possibilities and satisfactions. In the interviews we found that when they talk about satisfactions, they are reporting their own adjustment in college and mention new friends, freedom and campus life. Dissatisfactions for the most part are minor and not serious except for the observation that a good part of their college life seems to be the need to adjust to the dull and boring aspects of college life such as memorizing dull material, sitting in equally dull classes and lectures. Most significant for this group is the fact that when they spoke about what was most stimulating, they invariably mentioned courses not in their major but in the humanities, which offered them an opportunity to come in contact with a new way of perceiving and encountering the world. In addition, some mentioned that their coming in contact with certain Instructors was very stimulating and rewarding for them.

FUTURE CAREERIST AND WORK

It might be asked what do they see so important in a future career and work? We found that the Future Careerist tend to see a job in terms of its personal significance to them. Essentially, they see it as an activity where they can "better themselves", where they are "accomplishing something", or "becoming independent". The job will offer them a visible sign of their own maturity. The Future Careerist hopes to achieve those values that the Vocationalist and Selfer experience through understanding, while on the job or through work. He is convinced he can learn better from experience than from a book and can demonstrate what he knows on the job much more easily than by books, tests, etc. He values communication and understanding for its effect on others, as a means to impress or improve his status in the market-place. Ideally, they want to enjoy college then secure a job and only then, if the job requires it, to take courses to improve their position.

THE ADVISOR PROGRAM....A SEMANTIC PROBLEM

The basic problem in the Advisor Program at Golden West College is a semantic one. The term itself suggests that the person will give advice, that is, he will be there to talk and explore problems, "then give advice", however, the student discovers the advisor is an appointment clerk handing out priority cards for the next registration. They seek out advisors and get cards. The use of the term advisor for such purposes obscures the actual function of the instructors and leads student to expect a totally different thing. The difference between an advisor who doesn't advise and a counselor who does may be clear to some, but to most it is a semantic confusion that benefits the institution in that it looks good, but sets up expectations which obviously cannot be delivered. When students seek advice, they see themselves given the "round around" as they are shoved off to the counselor.

"A teacher was more helpful"

"they are only there to get your schedule okayed"

"not interested, never wanted to help, always too busy"

"big chain of command, I gave up"

"never in office for posted hours"

"for what he gave I could have looked it up myself"

Implications

End the duplicity. Change the name from "advisor" to "program review" and let those faculty members who want to function as advisors do so and and for those who are avoiding all such engagements end the farce.

THE ROLE OF UNDERSTANDING

When we examined and analyzed the first four interviews, it became apparent that students were dissatisfied with many things and satisfied with few things. Hence, as our research goals, we set out to trace the origin, roots and source of their feelings. It seemed as if students were expecting one thing and getting something else and we were, at first, unable to grasp the missing element. It was then that we restructured our interviews adding a new series of questions in an effort to try to tap this missing illusive dimension. We felt students already had a set of expectations by which they were judging both themselves and their school experiences and we needed to know more about this. Thus, we devised the following questions as the last item to be explored in our interviews hoping that if we hadn't caught what we were searching for then this last open ended type of question might.

> "As you think about the time you spend in college what would you personally say that you have come to understand? How do you feel when you understand? What kinds of things make you feel that you have understood? What do you imagine it would be like to really understand?"

The richness of the data that these questions generated quite frankly exceeded our own expectations. It brought us to realize, once again, that students were capable of a depth feeling and perception which might easily be forgotten when stereotypes of the student are introduced. By asking them about understanding, it seemed to make visible the illusive missing parts that up to this point had eluded us.

Each of our groups had their own characteristic way of viewing this question; each had his own story to tell. It gave each of them an opportunity to "open up" to reflect on themselves and, in a way, on the whole interview.

In order to adequately communicate what we found as a result of probing this question, it seemed necessary to review for a moment other sections of this study. Primarily, it is important to recall that students have spent most of their lives in schools where they have been passive recipients in a learning process. They have been told everything; in some cases visual and audio gadgets have been used to make learning easier and simpler for them. The final result, a kind of impersonal pablum has been offered the student. In addition, many courses postpone into the indefinite future, intellectual satisfaction and meaningful integrative experiences. Thus, relevance and meaning seem postponed into a distant future. Students are kept busy working with details, accumulating data where the meaning is difficult to discover. In a real sense, education has become dull and routine. Students expect this is the nature of what they can find in college.

THE SELFERS

When we explore the responses from the Selfers to the above question, we found they were in nearly total agreement that understanding is something that does not take place in class or at school. They see understanding as something that can happen only after class. When they talk about the conditions necessary for understanding to take place, we found they report that it is when they become active, when they participate, and not when they are passive and accepting.

They feel understanding has an impact on them. They describe it as "exciting", "fascinating", "most meaningful", "feels good", "enlightening", "alive". They say it brings them "peace of mind", a "desire to go forward", they "don't forget it", it "becomes part of me". They see it as central to the, as very personal and an intimate experience. It has for them a mystery about it. As one student said, "that is when I am most like myself", or as another student put it, "education has nothing to do with understanding". What we see here is a return to the great question "why". It is this term WHY that reappears in all of the Selfers' interviews and the answers they want they feel must include their own self. They want to include themselves in what they learn. They want to see in whatever they learn how they fit into the big picture. They sacrifice a great deal for this. It almost seems that there is nothing higher they want. They see it as an experience, as simple, uncomplicated, and has a sense of purity about it. It is not contrived or calculated. It has a spontaniety about it. They report it happens when they least suspect it. When it does occur they treasure it. It tends to be integrative, bringing the many things they think about into a unity with themselves. It is as if they have a dream to transform the impersonal

and remote things they encounter into a wholeness with themselves and so make it a part of their own wholeness. They recognize that to experience the process of understanding, to run a risk, involving a kind of danger. They know they first may have to go through a period of disillusionment or of being hurt, and as one student said, "you first have to overcome the fear of losing control". What they seek appears to be that of a more encompassing vision to see that all things relate to themselves personally, to find the principles of whatever they study stamped with the amrk of the self. They use the concept "to see" in the sense of an inner realization through, or brought about by, the understanding because by it they can realize what is happening and why. They want to see this personally within themselves. They are caught in the wonder of it and return to search for the <u>why</u> of things and themselves. It even has a kind of ethical side to it because the process itself is seen as embodying its own strict code. It seems to demand integrity, since the first stage presupposes a critical review of oneself. Therefore, as a student put it, "it comes about when you try to be as honest as you can." It can be done with others, but the vision is one's own. The impact is singular and unique. Not one of these students could compare it with anything else. When they secure a measure of it or experience it, they nearly all admit they feel a need to communicate it to friends and it "naturally extends to others." Nearly all educative experiences are judged and tested by another, the Instructor. This is seen as self-authenticating. It doesn't need another's stamp of approval and this seems to give our Selfers the right to wear an inward smile. As a result of this experience of understanding, they seem to feel better able to relate to themselves, gain a renewed failth in themselves, and look forward to more challenges

of understanding. The vehible that they all use, that drives them into this inner world is the question. Repeatedly it is the love of and the appreciation of questioning and their tenacious hold on questions that charts them through all of this. It culminates in an experience of insight and it is what they all seek and prize so highly. In that moment of insight, all the parts come into a whole, the many disorganized facts become a unity, the diversity of the many they momentarily experience as a one, and in it all they find it is not separate from themselves. For these people it appears that they have gained an insight into knowledge without the direct help of academics, or stated another way, they didn't let education get in the way of their quest for understanding.

The following quotes are illustrative:

"Educational process has nothing to do with understanding. Educational system is memorizing ipinions which have no purpose in life. Comes about when sitting and talking over coffee (Grimes). Discussing your ideas and finding out why you think the way you do - that's when understanding comes about.

Feelings - like accomplished something, really learned something. Don't forget it like memorized stuff. Come to understand things about myself and others - that's all and rarely has that been in class. That's all that's meaningful to understand."

"Only understanding has been in psych and some in speech. Understanding is knowledge of parts into a whole and how you can apply that to yourself and help you. If it's really understanding, it will affect what I do. Comes when I've challenged my opinions and put myself on the line. Demands modifying my ideas and views. Can't affect me if it doesn't apply to me

in the first place like dialogues building up and tearing down to see what's at base and what lasts.

Feeling - I always feel I've been there like I'm finally home and it was a neat trip. Can incorporate trip as sign posts for another trip. Good feeling, accomplishment, finding my home after being somewhat lost. To really understand wouldn't be an end, it'd be a beginning. More available as understanding grows.

More I understand the more I can put together and that more I can spread out to understand, more I understand, more I see possible to understand. Feel like I'm somewhat losing touch, most people don't have questions I have, can't communicate with them. Questions worth not being given up though not much interesting reading outside of psych so don't read much."

VOCATIONALISTS

When we compare Selfers with the Vocationalists, we notice that the Vocationalists tended to have a similar but flattened response. They are less optimistic about their own ability to understand and more skeptical as to the possibility and scope of "really" understanding. The feelings that accompany understanding are still positive, warm and pleasurable, but it is different than with the Selfer. The Vocationalist proves himself in terms of achieving something external to himself and his sense of confidence is gained by his ability to "do" or master things. His success he feels should be recognized by others as well as himself and so he studies those areas in which social rewards and reputation are already secure, such as math, science and engineering. They do not see understanding as an open-ended journey, for here it is narrower and focused on more utilitarian goals, But it still has a sense of discovery and some measure of excitement is retained and they want to see and come to recognize that their success is shared by others like themselves and they become like them through success. They seek understanding because they know it will make learning their job or vocational choice easier and more efficient. Understanding and learning is still a pleasant experience, but it doesn't captivate them like it does the Selfer, nor does it regenerate them and bring them to a new sense and new vitality for life. They too regard questioning as a central and important aspect of understanding, but enjoy more the resolvement of the tension that underlies their quest. They are more apt to enjoy the answer than the question and seem to settle for less in an answer. Again, and most important, understanding tends to be external to themselves. It doesn't return back to the self, it is as if they were secure in their knowledge of the self and the only remaining

mystery is the external and the only problem is to manipulate for their purposes.

Quotes from Vocationalists:

"I'v wised up, especially at GWC. Understand how GWC runs and things like that."

"Understanding myself comes about more outside when I can do things myself."

"Feels great when you know what the guy is talking about."

"Easier to understand when teacher applies what he's talking about to students personally."

"If really understood would never have to worry about going to school."

"More about others and myself. Talking to them only way to communicate."

"Don't feel quite so lost - feel I can succeed in the world. Can tell my myself, a feeling."

"Don't think I ever will, don't think anybody does." (really understand)

"Better understanding of what to expect on a job."

"Better understanding of people - learning how others feel and react to things. Helps understand self too. Understanding what teacher expects from you."

THE FUTURE CAREERISTS

As we pass to the Future Careerists, we note a further flattening-out effect. When we asked, "What would it be like to really understand?", they answered in terms of how they would have to change if understanding was really possible. They exchange our question for theirs, they can't answer it in the original terms. We found four out of five questioned whether understanding really can take place. When they were returned to the actual question, they reported that if it were possible, they would have to change. They recognized that so much of what they presently think and how they act is dependent upon understanding not being possible, and that they, as well as others, cannot really understand. Naturally enough they see little value in questioning or the need to probe. Education for them is the passive acquisition of facts and is confined to academic subjects. There was no evidence that any student in this group was concerned with what seemed so important to the Selfers, that what ultimately must be searched and discovered is the self. They are disillusioned with understanding without having fully encountered it. What they would most like to understand they feel they can't, and that is "other people". Unable to directly explore understanding, they turn to group participation or join small groups where they seek feelings of unity and identification.

A realy challenge would be to demonstrate in a simple and direct way that not only is understanding possible, but that real understanding can be reached. If this could be accomplished, this group just might recognize that they have misjudged the role of understanding. The effect, if it could be achieved, would be quite traumatic since they are already aware of just how much they would have to change if it were true. Again, such

a possibility would tend to draw them into the transition group and lessen the impact of this group on college affairs.

Quotes from Future Careerists:

"I guess I'd be god if I could - really understand. Hard to do. Life would be dull."

"Sports give some good feeling. Accomplishment, winning. Get frustrated too but that spurs me on too."

"Go to seminar. Teacher would just go over his forum lecture to come. Heard same lecture twice. Supposed to be discussion but ended up another lecture. Same as lecture classes."

"In forum no questioning - students had to go see teacher after. Teachers don't like questions in forum classes. Good teachers and classes: Health ed, big class but in a small room. Teacher presents examples you can associate yourself with. Lots of discussion, he doesn't pretend to know it all. Says he can't answer all questions but will try. Interesting class itself so it goes better. Questions come from everybody. Relates to how interested each student is."

"Helps understand what you enjoy. Understanding - Math - seeing different things fit together and being able to put them to use. Math more black and white than life. feeling - accomplishment, wanting to learn more overall good feeling worked and done something. Same feeling in all sports. Each helps each other do his job in sports."

THE HIGH SCHOOLERS

When we come to the High Schoolers, we find a group that has not yet risked trying to understand. When we asked them what they personally had come to understand, they were often confused. They felt defensive, they blamed themselves for being lazy or the school for their failure. They tended to minimize the experience of understanding and wanted to talk about other experiences such as "having money" or "accomplishing something". They seem aware of their own inadequacy and resent having to acknowledge their failure before the interviewer. When they discuss experiences working with problems, it is nearly always with others, seldom alone. They describe scenes when they are told something or when something is explained to them. They want data or facts that they can passively receive. To this group, the processes of understanding are considered very complex and difficult, requiring far more than they can match. They have little interest in intellectual type discussions. They seem intimidated by the power of others, and there is some evidence in the interviews to suggest that they tend to be dominated at home. The feelings that our Selfer and Vocationalist achieves through understanding, the High Schooler seeks through physical activities, through sports, taking trips and student government.

Quotes from High Schoolers:

"People took psych, soc. and poly sci. don't put people in little categories. How people tick. Understand how the subject functions, process involved.
feel - feels like learned, not a big feeling. Big feelings - money knowing people care accomplished something - test."

"understanding is learning."

"To buck system you get shot down unless you play it their way. Everything has to be a compromise. Do it in a compromising way. He's taught

me self-discipline. It takes a lot to sit down rather than go on a date or go to the drugs on the week-end. Gives me a feeling of security. Makes me feel smarter. I don't know what it feels like, but I do know what it does. I don't feel inferior to other people. If you were to call me a bastard, I wouldn't get bugged. I hate to be vulnerable. People know things I don't know. Gives me a feeling of insecurity. Understanding gives feeling of accomplishments -
Algebra - satisfaction - not more satisfaction. A tremendous sense of accomplishment...three or four pages of hard work. My brains and wits doing it. When teacher said it was right that's when it was best. Never left me."

Implications

A frontal attack on the Future Careerist and High Schooler should be made. Lectures, demonstrations and every other way possible should be made on the myth of the inadequacy of understanding. The bridge to the understanding should be built to help these students become the upper two categories.

Programs designed to meet the need of Selfers and Vocationalists is required. Special studies and independent courses should be designed to meet these needs. In fact, we should explore ways to give credit for self-discovery in non-academic settings, or get them in the college!

Clearly, a discussion among a select group of faculty and administrators about the implications of this aspect of the study is indicated; programs and courses should be reviewed.

A SUB-GROUP - THE IDEALS

As our study progressed, we found that as we reviewed and discussed our data, we kept reflecting on several questions, one of which was - "What do those students think about college who are our best students; those whose GPA are always above 2.5 plus, who were never on Probation, Suspension, and never withdrew from College, but marched through in precisely 4 semesters?"

Accordingly, we decided to concentrate our last interviews not on gaining 30 students who had withdrawn but only 20 and finding 10 "best students". We called them Ideal.

Of the 10 Ideals, we found 5 out of 10 were thinking of withdrawing from college even though they were assured of graduation in less than one month! The reason was simple - lack of meaning, boredom, and the feeling that the system failed them. We asked them, "What would you do if you could do the semester over?" Three of the students caught quite dramatically the mood and sentiment of the others when they said,

I. "I wouldn't take any classes. I'd just sit in here and there and look around to see what's going on. I'd read meaningful books on my own. I would like to take independent study if possible."

II. "I stayed because I knew in some way that these facts are useful in understanding myself and universe. However, I become depressed whenever I sit in meaningless classes and may soon drop out."

III. "I have begun to lose hope for the educational system. Santa Cruz is the only reason I'm holding on. Things there relate."

Clearly, the momentum of the system, the lack of meaningful alternative, and the sense of futility with it all helped push them through the remaining days. Equally, is the sense that they might as well go through the last part of what they have already tolerated so well before.

One factor is very transparently obvious; not one of these students felt they would be leaving something important or meaningful!

COMPARISONS BETWEEN GROUPS

High Schoolers and Selfers

The term High Schooler is not intended to signify immaturity and irresponsibility, it would be a mistake to take the term as if it were being used in a pejorative sense. Actually, it was chosen because of the spirit they demonstrate that is so typical of the senior year of high school. This spirit is fun loving, a more accurate name would be "fun seekers" or "play seekers".

Play, sports and fun are not, to our students empty and void of significance, nor is their participation in sports and such activities a retreat from academic challenges. This may seem at first to be a contradiction; however, one of the main motivations of these students is to find an alternative to dull and boring classes at high school. Frequently, they mention that they must maintain their GPA to continue to qualify for sports and extra curricular activities, or, to put the matter simply,some of our High Schoolers turn to sports because there at least is a challenge, a way to test yourself and explore your capabilities. The pursuit of "play" also functions positively in another way, it tends to break down the High School cliques and permits individuals to come into contact with other students who they would not normally meet.

The Selfer "plays" as does the High Schooler. Once can say these two groups are similar in that they both use school for their own purposes. The Selfer wants primarily to discover himself, to use the campus for that purpose, while the High Schooler wants to experience "fun" or play and uses the campus for that purpose. When a High Schooler awakens to ideas to the question or himself, he throws himself into it just as formerly

he did in sports. Also the spirit of play is skin to the Selfer's spirit. They both play, one with formal games, the other with informal word games. The spirit that guides them both is play, serious play but none-the-less play.

Future Careerists and Vocationalists

Both of these two groups considers the prospect of employment as the test of themselves and their schooling. The Future Careerist wants to postpone as long as he can the decision to specialize or choose a definite career but there is little doubt that he will make that jump. The Future Careerist would like to be like both the High Schooler and the Vocationalists; thus, his is a compromise.

Some Problems

As we examined these interviews and asked ourselves again and again just what is it that is the problem - is it that we teach terribly dull stuff to a resistent subject all in the interests of flag-waving and culture-transmission or is it that we have students and teachers who should not be in school; or some combination of these alternatives? Certainly, we did find students repeating the charge that repetitive material was boring them and teachers were often a handicap in the learning process. This finding is in all probability correct and if these courses were "audio-visual & programmed" it might help the problem. However, it did not answer the question we asked ourselves. It was only when we re-examined the students' views of their class-room experiences, did we begin to see the dimensions of the problem.

Teacher performance in the classroom is in question. A high type of learning appears to be person to person, where there is an openness, a giving and a sharing. Unfortunately, it is not possible to make such factors a "credential requirement for teaching." However, research could be designed to discover what are all the dynamics that take place when instructors function most ideally, i.e. when their students learn. What factors positively influence learning? What should be the relation an instructor has to the text or to his subject matter? To what extent is a direct involvement in the subject matter a prime importance to learning? How can different material be presented so that it awakens and sustains student interest? What courses should be designed to meet the needs of our four groups, as well as the transition students? How to help, train, and advise instructors to maximize their teaching? How can students protest boredom and trivia in the classroom? What are the consequences of

setting behavioral objectives for a class, both for the student and instructor, especially when focus is placed on the full range of learning experiences possible for the student? To what extent is it true that the teacher teaches himself and learning takes place when others can participate in an ongoing experience of learning guided, but not dictated, by the instructor? How can non-classroom activities be planned to challenge the student to new growth and development? What goals should the college have? How can administrators and faculty join together in an effort to bring about more meaningful learning experiences on and off the campus? What is the new look or the "educated man" for 1970's, should it still look like the '30's?

PROFILE OF OUR SAMPLE (N=88)

	H.S. (N=19)	F.C. (N=22)	Voc. (N=27)	Self (N=20)
Male	50%	67%	59%	40%
Female	50%	33%	41%	60%
Normal Progress (N=40)	50%	33%	70%	90%
Probation (N=28)	44%	28%	26%	10%
Withdraw (N=20)	6%	29%	4%	0%

	Tests	H.S.	F.C.	V.	S.
"V"	0-2	6	0	4	0
	3-5	22	48	41	20
	6-8	61	33	33	55
	9-10	6	0	11	20
	None	6	19	11	5
Q	0-2	6	5	7	5
	3-5	28	38	52	55
	6-8	50	29	26	30
	9-10	11	10	4	5
	None	6	19	11	5
"I"	0-2	0	5	4	0
	3-5	39	29	41	35
	6-8	56	48	33	45
	9-10	0	10	11	15
	None	6	19	11	5

FIRST, SECOND, THIRD AND FOURTH SEMESTERS			NORMAL PROGRESS, PROBATION and WITHDRAWAL			
			H.S.	F.C.	V.	S.
3)	(NP)	0-1.5	17	24	19	0
GPA	(P)	--1.99	28	14	11	10
	(W)	--3.0	33	33	56	80
		--4.0	17	0	15	10
		W	6	29	0	0
6)		0-1.5	11	5	4	5
GPA		--1.99	6	14	11	0
		--3.0	61	43	44	60
		--4.0	11	10	19	20
		W	11	29	22	15
9)		0-1.5	6	0	7	0
GPA		--1.99	6	14	19	0
		--3.0	11	24	19	40
		--4.0	11	0	15	30
		W	67	62	41	30
12)		0-1.5	0	0	0	0
GPA		--1.99	0	14	7	0
		--3.0	17	14	15	40
		--4.0	6	10	15	15
		W	78	62	63	45

(3) AGE

	H.S.	F.C.	Voc.	Self.
'46	6%	14%	22%	5%
'47	0%	14%	4%	5%
'48	17%	10%	11%	15%
'49	28%	29%	37%	50%
'50	50%	33%	26%	25%

(4) High School Major

Academic	61%	43%	41%	65%
Non-Academic	6%	19%	30%	5%
Split	33%	33%	30%	30%

Omissions - 5%

(5) High School G.P.A.

0 - 1.5	0	0	11%	0
1.51 - 1.99	17%	24%	19%	10%
2.0 - 3.0	78%	67%	48%	80%
3.1 - 4.0	6%	5%	22%	10%
	(N= 18)	(N= 21)	(N= 27)	(N= 20)

Omissions - 5%

(6) High Schools

Fountain Valley	17%	5%	4%	5%
Marina	6%	19%	19%	45%
Huntington Beach	22%	5%	7%	0
Westminster H.S.	22%	29%	19%	10%
Other	33%	43%	52%	40%

(7) Golden West College Major

	H.S.	F.C.	Voc.	Self.
Transfer	83%	86%	85%	85%
Non-Transfer	17%	10%	15%	15%

(8) Golden West College Degree

B.A.	78%	76%	74%	75%
A.A.	11%	14%	22%	20%
None	11%	5%	4%	5%

Omissions - 5%

Submitted to:

Task Force Director John L. Buller

An Exploration for Hypotheses and Tentative Strategies for a Pilot Motivation Study of Students at Golden West College

Pierre Grimes, Ph.D.
January 1969

I. INTRODUCTION

A. The Assignment

We were asked to conduct three group sessions in order to gain insights into the factors underlying student perception of GWC and to develop hypotheses that can be explored in depth in a future pilot study. The result of this study should, ideally, better able GWC to identify the elements that motivate students and to plan appropriate strategies to meet the needs of both probation students and normal progress students.

The groups sessions were designed as exploratory and to help plot the general nature of the problems as well as to provide a general framework of broad ideas for pinpointing research areas that would justify depth probing. Accordingly, this report is a prelude and guideline for examination of the problem, testing of alternative strategies, and cutlining a pilot study to secure these objectives.

The members of each group were selected to represent different segments of the college community. The basic design and methodology was to make a comparative analysis of the responses from each group, to probe the range of their thoughts, images and feelings to question areas which appeared most pertinent to their personal frame of reference to college and in particular, to GWC.

The direction of the questions would, however, include and focus on the following areas:

(1) factors responsible for student's initial worries and fears leading to a "drop out crises"

(2) factors responsible for students who continue at GWC <u>after</u> passing the "drop out crises"

(3) factors responsible for students who do not have such drop out problems but who are in other respects similar to the "drop outs"

(4) factors that were responsible for students dropping out.

B. Sample

We identified 60 students, 20 in each group, and drew from them volunteers fro our group sessions. The groups were composed of students who had the following characteristics:

Group	Fall 1967	Spring 1968	Fall 1968
I	Normal Progress	Normal Progress	Enrolled
II	Probation	Withdrew	Enrolled
III	Normal Progress	Probation	Enrolled

However, while we planned on three small groups of five students each, we were able to orgainize only two groups. The first session was composed of four students from Group I; the second had four students , three students from Group II, one student from Group III. Both group sessions were held at the Community Center on the GWC campus and lasted 1½ to 2 hours each; they were both taped. If additional research is being considered, it should begin with a preliminary analysis of Group III compared with Groups I and II.

Data on the sample is as follows:

II. THE FRAMEWORK OF THIS STUDY

In order to explore the patterns of response among our two groups, we first sought to determine our respondents' images and feelings in regard to college, its function and perceived value.

As we probed these general areas, we found we could begin to grasp some of the underlying dynamics of student response.

A. The Jumbled Image of College

Among our respondents, we found the idea of going to college does not mean one thing nor does it signify a group of consistent images; yet in bringing these images together, it can afford us an opportunity to view directly the range and character of how college is perceived by the selected students of our study. When discussing college, they spoke of it as:

"doing their thing"
"doing more of the same"
it's following your friends
it's going to parties and fun
leaving the mediocrity of high school
a way of avoiding or postponing the draft
gaining an education
getting set for your future
a pre-job training
a place to try to figure out what you are going to do.

College, then, appears to be perceived in many ways, expectations and feelings about it are numerous and collected; projected upon it are hopes and fears; such is the source of its strength and, undoubtedly, its weakness. This mixed and jumbled image however becomes clear when we compare the responsives from each of our groups and explore the dynamics which underlie some of these perceptions.

1. Implication

A test based upon an adjective check list, more extensive then the above, could be developed for early identification of Probation students for group counseling or special lecture series.

B. Leaving High School

Nearly all of our respondents, as they spoke about their experiences at Golden West College, reflected back on their high school days. The probation-students expected the style of life encountered in high school would continue in college with one important difference; they expected they would be able to pick the courses they wanted and avoid the rest. They expected their college program could be selected much like a smorgasbord.

On tne other hand, the normal-progress-students saw college as an opportunity to leave the mediocrity of high school. The high school experiences were forced feeding of a pablum in a "permissive" setting. They were checked in and out each day as their homework was checked. They felt they were supervised, coddled and left without any need for either self-reliance or self-motivation.

The probation students agreed that their status and acceptance in their peer group was based on the slogan "they herd you in, you break out." But the breaking out was more symbolic than actual; what seemed to function instead was a passive acceptance and non-involvement intellectually and emotionally. Being late for class was mentioned as a device to irritate the teacher, show defiance, and gain recognition. They felt that "high school was having to do their thing." They pictured education as an automatic process that guaranteed a high school diploma at the end. No one fails, yet no one is ever really tested. Get a "D" or an "F" and if you don't pass, you go on to the next grade. Recognition from teachers was automatic and given freely and not related to achievement or the need to excel. Their teachers know them by their first name... that they were somebody without having to be somebody. Regular-students resented this attitude and felt that they were being coddled unnecessarily. The meaningful relationship they sought had to await for college.

1. Hypothesis

The image students have of college appears to be formed while they are in high school. Unrealistic perceptions negatively influence college performance.

2. Implication

Suggestions to high school administrators concerning a possible change in attitudes towards seniors, urging more self-reliance and self-motivation, would better prepare their students for college.

3. Possible Strategy

Recruiting students from local high schools based upon a T.V. Audio Taped Program, or other such aid, featuring "The Problems of an Entering Freshman" could help correct misconceptions of college life among high school seniors.

C. Picking a College

All of our normal-progress - students had discussed college with a high school advisor or teacher before their senior year. All had made plans early. They may not have known what college they were going to attend, but they knew they were going to attend college. When it came to making a choice, they decided on a community college, principally, because of convenience,proximity to home, and financial consideration.

In contrast, our probation-students made their decision to go to college later and in some cases were the late registrants. Few had made

long-range plans either in terms of academic or vocational goals. In some cases, the decision was the easier one to make because the college was there and so were your friends.

OCC or GWC? The choice between OCC and Golden West College was made in terms of both driving distance and academic image. Nearly all of the students from both groups felt GWC was academically superior to OCC. They said the talk in high school concerning GWC was that of a more academically oriented institution, or as one student said, "It's more for Albert Einsteins." They recalled the image they had of GWC and OCC when they were high school students. They reported OCC was seen as a place where there was less pressure and "easier on you." Equally, if not more important, was the reputation of OCC parties; they have about 20 a week as compared to about 3 at GWC. In addition, GWC was seen as smaller and where you could get involved much more easily, where there was more academic challenge, but which lacked the social life of OCC.

1. Implications

Considering this decision process, it would appear that we will continue to draw different types, or segments, of students; some enter with minimal preparation for college, therefore, it can be assumed this will continue to be a constant feature of our operations, and strategies should be designed to meet this continual need.

D. Positive and Negative Response to College

The most positive response to the campus life at GWC was from the normal-progress-students. They had looked forward to college, had realistic expectations, understood the course work expected of them, had made plans or had some general idea of what they would be doing after leaving GWC. They were glad to leave high school, found college stimulating and interesting.

As positive as we found the normal-progress-students, our probation-students were negative. The most significant cause of the negative feelings appears to be rooted in their perception of college programming. They set very specific or narrow goals for themselves. They do not understand why they have to take anything outside of their strict area of choice. They see all requirements as unrelated stuff, as obstacles placed in their paths by unfeeling administrators and teachers. They resent being forced to take them. They say they weren't told they had to take all of this. They are unprepared, and tend to view it as a strategy to delay their goals.

1. Implications

GWC has not "sold" its program, especially the requirements aspect of our curriculum to the public or high school seniors. Efforts in this direction should be explored.

2. Possible strategy

Discuss with entering freshman the idea of a "balanced program," a combination of courses in their interest-area with some required courses. Bringing them into the decisions would be valuable; for some students, they should "ease" into academic subjects more gradually.

3. Hypothesis

The setting of narrow goals is a sign of potential difficulty for a student; early detection is critical.

The perception of GWC as a continuation of high school is a possible danger.sign.

E. The Crisis

As the initial enthusiasm of entering college wears thin and they begin to recognize the demands college places on them, grades begin to slip. This has a sobering effect on the regular-students, they see the kinds of adjustment they have to make, and they reorganize their efforts. It also makes them re-examine their goals and some begin to consider whether they should change their major. This re-examination includes reviewing their selection of courses, instructors and their own performance. The normal-progress-students see this as part of the process of discovering both themselves and the college. They can draw on untapped resources and resume their academic career. The probation-students, however, are not as flexible and do not adapt as well. The courses they find themselves taking they feel are irrelevant and a waste of time. having focused narrowly on their own goals, they become frustrated and annoyed when they have to step out of that area. This affects their academic work and their social life. They find it difficult to study, they complain that they spend many hours of work and accomplish little, they complain that when they read they read blank pages. They say they frequently fall asleep when reading, can't concentrate, can't find time to study, even when they have the time, get drowsy and tired after one page of reading, daydream when they study, complain of their family breathing down their necks, even get hungry and famished when they study, can't retain when they do study, can't keep it in or get it out when needed, and can't discriminate between the more from the less important material. They blame themselves, their teachers, and the college. Finally, they believe they aren't "ready" for college and consider dropping out. They believe they aren't ready for this kind of schooling.

1. Implication

This description of the probation-student clearly reveals the need for counseling, not "advice" from instructors. Evidence from the group of probation-students suggest they would profit from group counseling and would not offer too much resistance to it.

2. Possible Strategy

New forms of counseling to meet this special need could be developed or, at least, explored here at GWC.

F. Going to Work

All of our probation-students dropped out of college for one semester after their grades dropped. They felt that going to work would teach them the value of school. The hope was that work experiences would mature them and transform them into model students. Work would motivate them to do well when they go back to college. It was looked upon as a way of proving oneself in the "real world." If they could do well at work, they reasoned they could obviously do well in college. Having had these job experiences, achieving some measure of success, therefore, they felt they would do better at college because at work they followed instructions and performed their assignments and it was just these kinds of things they were unable to do in college. However, nearly all of these students acknowledged, somewhat reluctantly, that when they returned to college, they still had certain academic deficiencies which remained as before.

1. Implication

While vocational guidance has a place, it would seem counseling is more central to students in this group and of paramount importance would be a full range remedial program for these students, especially, since they can be so easily identified.

G. The Teacher and Advisor

The normal-progress-students expected a different style of life in college. Meeting teachers on their terms was accepted. Nearly all were satisfied with the level of teaching and some found they could meet with their instructors to discuss all manner of problems. They met with their advisors, knew where they were going and, for the most part, felt confident about their future academic life.

The probation-students felt the only way anyone could get through the academic trivia with a good grade was to know the instructor personally. But to be friendly with a teacher in order to get a better grade, violated the old high school ethic and so they avoided encounters. In addition, meaningless academic activity.

1. Implication

A special effort to contact probation-students seems desirable, one that would not assume students will come to the counselor voluntarily. Invitations to counseling sessions appears indicated.

H. Family Pressure

There appears to be more, not less, family pressure among probation-

students than to normal-progress-students. In some cases, the pressure is considerable as in the case of the student who mentioned his family already had plans for his graduation day celebration. A more direct measure is that among our probation-students, we found none had disclosed to their family that they had received probation notices.

The normal-progress-students acknowledge family pressure, but it tends to be softened by the willingness to let them 'go it along." In addition, some mentioned part of their problem in their first semester was to find a way to get the "family off my back."

1. Implication

A genuine program of counseling, of course, is indicated to assist students with these types of problems.

2. Hypothesis

Probing in depth into the forms family pressure takes and the ways students have learned to copy successfully could be utilized with programs to assist students. In addition, the material could be made available to general psychology classes for discussions with students.

I. Clubs and School Activities

Regular-students showed more interest and involvement in clubs and extra-curricular activity. Interestingly, it seemed they became more interested as they became more serious about their academic career. It appears that when they reassess themselves, their goals and progress, this reorientation brings with it a perception of the value of budgeting their time and, accordingly, they want to get more out of their time and so select activities that can afford them more without draining their time or energy.

Probation-students for the most part avoid these activities perceiving them as teacher-sponsored and planned activities. Equally important was that when they began getting failing or poor grades, they no longer identified with the college or its activities.

J. The Ideal Class

As our respondents from both groups discussed these matters, they began to outline what in their mind would be an ideal class. The elements of this ideal were:

1. The instructor should first outline the questions or areas he intends to cover.
2. If a tangent is being explored, the instructor should clearly label as such for the members of the class.
3. Discussion should be permitted and not confined to the last few minutes of a lecture hour.
4. The instructor should announce in simple terms the strategy of how to pass the course.

As they discussed this matter of an ideal class, the probation-students said they would like help in the following areas:

1. How to take notes in class.
2. How to spell.
3. How to study.
4. How to write a good essay.
5. How to discriminate relevant from irrelevant material while reading or hearing a lecture.

1. Implication

Ideally, instructors should be familiar with student perceptions of an ideal class, equally, remedial courses should be designed to meet this need.

a. A Pilot Study should be designed to answer these key question areas:

1) What kinds of immediate, and long range steps can most effectively make GWC prepared to meet the needs of its different types of students?

2) How can we identify the segment of the student body who are most likely to be normal-progress-students, and probation students?

3) What strategies can be devised or explored that can best increase the number of normal-progress-students while limiting the number of probation students?

4) What are the sources of resistance, as well as response to our present efforts in this direction? What sequence of perception led some students to withdraw while others stayed? How can we best reach these students in terms they can immediately understand and recognize?

III. SUGGESTED NEXT STEPS

A. Procedures to Accomplish These Goals

The development of a pilot study is indicated if the material in this report appears to justify the additional effort and time.

The following method and procedure appears applicable to this problem.

Step 1. The design of a field instrument, a case history depth interview, including special semantic differential tests, to explore in depth the key areas of this study.

Step 2. Conduct and analysis of about 9 intensive Case History Depth

Interviews, exploring the widest range of possible forces at work, aimed to develop and clarify significant working hypotheses.

Step 3. An informal review of these exploratory results with a Mr. John L. Buller and his appointed associates, consulting on any additional motivating factors that seem to merit probing, and clarification of any practical questions that may have arisen from examination of the material.

Step 4. Conduct the additional interviews that are designed to evoke the maximum of spontaneous free association in relation to each of the research areas deemed significant for this study.

Step 5. A verbal report on the tentative findings and strategic implications of the field data.

Step 6. A written final report, detailing each of our findings, the evidence upon which it is based.

Step 7. It is understood that if it appears necessary, we shall organize special groups of students for in-depth group sessions for insights and hypothesis to guide us in this study and to further clarify key areas of interest.

B. Sample

We estimate that this pilot study will require a total of 96 respondents. For the practical purpose of comparative analysis, we will systematically represent three significant segments of college students:

Group I	30	students, 15 male and 15 female, who entered GWC as freshmen the fall of 1967 and had normal progress for that semester and the spring of 1968 and re-enrolled the fall of 1968.
Group II	30	students, 15 male and 15 female, who entered GWC as freshmen the fall of 1967 and had probation that semester and withdrew spring 1968 and re-enrolled fall 1968.
Group III	30	students, 15 male and 15 female, who entered GWC as freshmen the fall of 1967 and had normal progress that semester but probation the spring of 1968 but re-enrolled fall 1968.
	8	students from Group III for a group session to explore the full range of response to items secured in this report and to determine if other new areas are indicated to be explored.

IV. TIMING AND BUDGET

A. Timing

Estimate three months of secure the necessary data and deliver the Verbal Report; and the final Written Final Report submitted four weeks thereafter. It is understood that this Written Final Report could be written in the summer months.

B. Budget

Estimate that this study, as defined herein, can be completed within a budget of $2,775.00, exclusive of clerical help. This includes training and supervision of two or three students to perform the field interviewing.

90 interviews at 3 hours each	270	hours
Training and consulting time - 40 hours x 3	120	hours
Analysis and tabulating - 40 x 3	120	hours
Total	510	hours

Suggested student hourly rate at $2.50 or	$1,275.00
Supervision, analysis and writing of this report, continued salary for one month	1,375.00
Total	$2,650.00